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AUTHOR Peters, Richard
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ABSTRACT

This document presents a curriculum plan for social studies for each grade from kindergarten through high school. Each unit is designed to utilize community resources in teaching students a global approach. Three possible approaches to using resources are suggested: (1) to introduce a unit of study, to focus students' attention on planned activities and related experiences; (2) to develop the concepts, knowledge, and skills related to the unit theme or topic during the formative stage; or (3) as an end of unit culminating activity, providing students with opportunities to apply acquired concepts, knowledge, and skills to field based activities. An example is given from a sixth grade class to illustrate each approach. This curriculum is based on a Texas curriculum program described as eco/social studies, in which student attention is focused on several social science disciplines and stressing concepts and content, or knowledge and skills acquisition, application, reinforcement, and refinement. The units deal primarily with social studies, Texas, and United States history. Different aspects of human relations are emphasized in each grade level. For instance, the second grade unit emphasizes relating self with significant others in the context of community and the world of work. The third grade unit deals with proximity or the physical distance between two or more people and community and lifespace phenomena. These concepts reappear throughout the curriculum. The high school units focus on citizenship attitudes, skills, and values, Texas, the United States, and world history, and world geography. (DK)

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LEARNING TO LIVE IN THE GLOBAL COMMUNITY

A CASE STUDY

Richard Peters, Ed.D.
College of Education
TEXAS A+M UNIVERSITY-Corpus Christi

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THE EVER-EXPANDING CONCEPT OF COMMUNITY

In 1981, the International Activities Committee of the National Council for the Social Studies declared that technological advances, increased trade, tourism and cultural exchanges, environmental concerns, competition for markets and scarce resources will draw nations and peoples into increasingly complex relationships in the decades ahead. The IAC envisioned a 21st Century characterized by increased interaction among societies in a global culture that will exist along side an array of destinctive local, national, and regional cultures.

The day-to-day lives of people in all nations will be influenced by increased cross-cultural links. Individuals will be required to understand and interact with people, cultures, languages, lifestyles,

and value systems unlike their own.

The phenomenon of globalization will become more-evident with increased global consciousness, and an awareness of our identities as members of the human species.

Because we do live in a global age, and because we do exist simultaneously within the context of several interrelated real life world environments, today's students must comprehend the enormity and complexity of the global community -- if they are to function effectively as 21st Century citizens.

WHEN RESOURCES?

Whenever community resources are incorporated into the instructional process, there are several questions that must be asked and answered by classroom teachers. For example:

> WHEN IS THE BEST TIME TO USE COMMUNITY RESOURCES in order to maximize their impact upon student's learning? At the beginning, during, or at the end of unit instruction?
>
> IS THERE ANYTHING THAT CAN BE DONE OR USED to accomplish instructional goals and objectives other than the use of community resources?
>
> WHEN ARE FIELD TRIPS AND OTHER TYPES OF EXCURSIONS INTO THE COMMUNITY ENVIRONMENT ABSOLUTELY NECESSARY in order to enhance student's comprehension about the real world?

Resources can be used 1) to introduce a unit of study -- to focus student's attention on planned activities and related experiences, 2) to develop the concepts, knowledge, and skills related to the unit theme or topic during the formative stage, or 3) as an end-of-unit culminating activity -- providing students with opportunities to apply acquired concepts, knowledge, and

skills to field-based activities.

Introductory Phase of Unit Development (Example). Guest speakers in the classroom, pictures of local sites, audiovisual presentations of far-removed natural/social environment phenomena, or field trips into the community may best focus student's attention on specified areas of study. The incorporation of resources, e.g., people, places, things, events, and locations/sites, into the instructional process lends a sense of reality to planned activities, and students develop an awareness of the relevance of formal learning to the real world(s) that they know.

As part of the unit on seashore environments, Mrs. Caldwell has identified three (3) community resource people and invited them to visit the classroom. Complete with audiovisual materials and natural artifacts (e.g., clams, crabs, sand dollars, and snails as well as beach sand and moss-covered rocks) the guest speakers discuss and exhibit the nature and character of seashore environments. The audiovisual presentations (e.g., films, filmstrips, slides, still photographs, and/or video tapes) can be used to introduce students (vicariously) to environments and settings that are distant/far-removed from where they are located.

Formative Phase of Unit Development (Example). As students become directly involved in unit-related activities, there may be appropriate times to directly expose them to selected resources that will:

1) enhance their comprehension;

2) introduce them to new and previously unknown data or phenomena;

3) build upon and enrich acquired concepts, knowledge, and skills;

4) expose them to new aspects of the total lifespace environment that is the local/area community;

5) bring students into direct contact with resources that have had/do now have great influence upon their singular and collective lives.

Mrs. Caldwell has identified a field-based seashore site that will be used as a learning laboratory by her sixth grade class. Students are taken on a walk-through of the site -- enabling community resource people to formally introduce students to the nature and character of the area. Students collect a few artifacts for later study back at school.

Culminating Phase of Unit Development (Example). It may be best to study a theme or topic thoroughly before introducing students to related phenomena. Using resources in this phase of unit development enables students to bring acquired concepts, knowledge, and skills to planned field-based activities. Mrs. Caldwell takes her sixth grade class on a daytrip to the seashore. While there, students 1) locate, identify and study life forms, 2) collect artifacts for the classroom seashore environment tank, 3) search for types of marine debris that can endanger birds and sea life (e.g., plastic six-pack rings, fishing line, and netting), and 4) record data in journals and on video tape. The students generally conduct themselves as researching scientists.

INTEGRATED STUDIES

Within grades/grade clusters, as well as across the grades/grade clusters, students should be engaged in ECO/SOCIAL STUDIES which are designed around themes/topics taken from the several social studies disciplines.

Concepts/content or knowledge/skills from each of the several social sciences should be woven into a fabric of wholistic studies.

Elements from anthropology, economics, geography, history, political science (government), psychology, and sociology should provide the basis for individual/group inquiry.

Acting as researching social scientists, students should be engaged in classroom/field-based activities and experiences that require them to:

1. IDENTIFY CONFLICTS, ISSUES, PROBLEMS, AND/OR SITUATIONS OF A PERSONAL OR SOCIAL NATURE.

2. SEEK DATA FROM DIVERSE SOURCES FOR PURPOSES OF ENHANCING THEIR UNDERSTANDING OF IDENTIFIED CONFLICTS, ISSUES, PROBLEMS, AND/OR SITUATIONS.

3. COLLECT AND EVALUATE DATA.

4. ORGANIZE RELEVANT DATA FOR FURTHER ANALYSIS.

5. SYNTHESIZE RELEVANT DATA, OBTAINED FROM A VARIETY OF SOURCES, INTO A MEANINGFUL WHOLE FOR THE PURPOSE OF REFINING PERCEPTIONS.

6. BRAINSTORM POSSIBLE ALTERNATIVES RE: CONFLICT RESOLUTION, ISSUES CLARIFICATION, PROBLEM SOLVING, AND/OR SITUATION COMPREHENSION.

7. SELECT THE MOST-APPROPRIATE ALTERNATIVE.

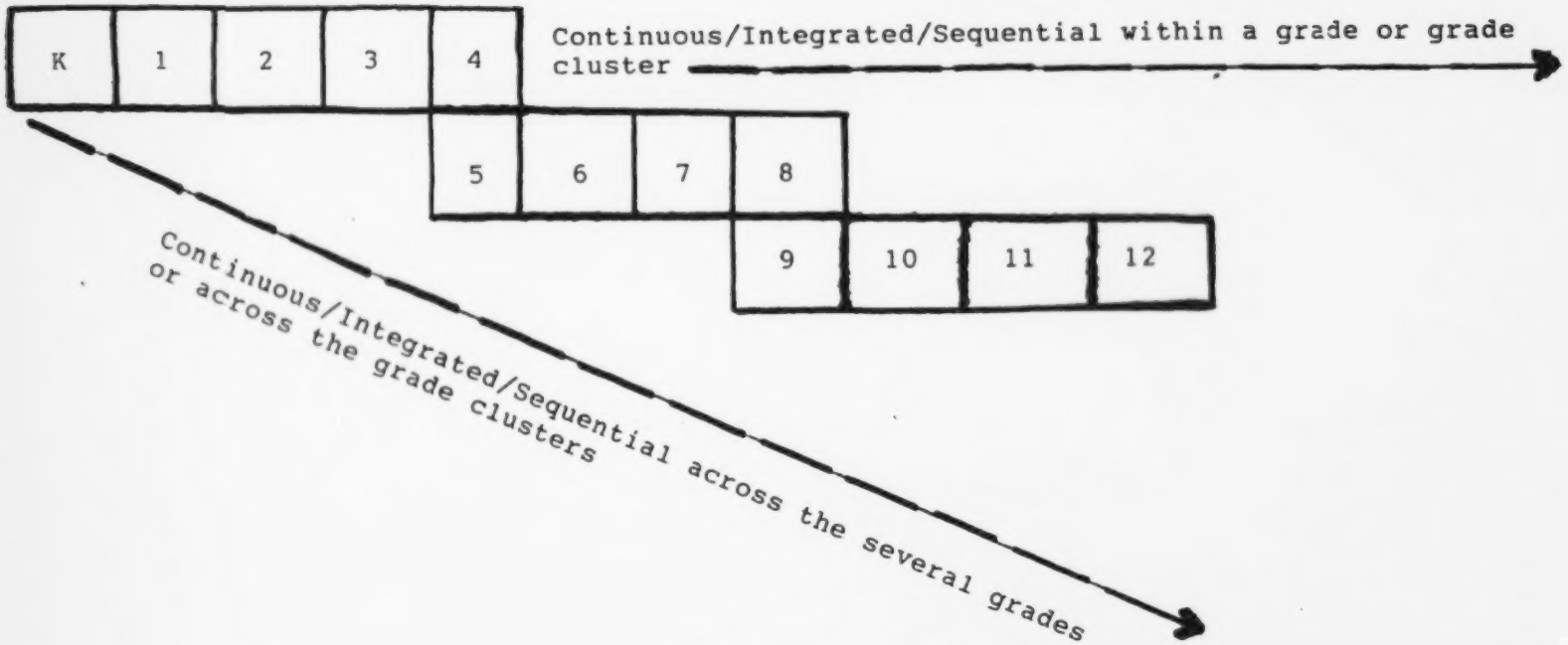
8. DESIGN A STRATEGY TO IMPLEMENT THE CHOSEN COURSE-OF-ACTION.

9. APPLY THE DESIGNED STRATEGY.

10. MONITOR THE IMPLEMENTATION/OPERATION OF THE STRATEGY PROCESS.

11. COLLECT AND ANALYZE NEWLY GENERATED PROCESS DATA.

12. APPLY NEWLY GENERATED DATA TO THE ON-GOING PROCESSES -- PERCEPTION/THOUGHT/ACTION.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Continuous/Integrated/Sequential within a grade or grade cluster
Continuous/Integrated/Sequential across the several grades or across the grade clusters

SOCIAL STUDIES, TEXAS and UNITED STATES HISTORY

KINDERGARTEN ESSENTIAL ELEMENTS (related to ECO/SOCIAL STUDIES)
Pages 57-58

(1) Personal, social, and civic responsibilities.

(B) Discuss ways people can help each other;
(C) Discuss socially acceptable and unacceptabel behavior.

(2) The American economic system.

(A) Identify basic economic wants (food, clothing, shelter) of all people;

(B) Understand the ways basic economic wants of family members are met.

(4) Institutions and processes of local, state, national, and other political systems.

(B) Identify examples of right and wrong behavior;

(C) Explain the need for rules.

(5) Local, state, national, and world geography.

(A) Know terms related to direction and location.

(6) Psychological, sociological, and cultural factors affecting human behavior.

(A) Identify ways people learn from each other.

COMMENTS

In keeping with the ECO/SOCIAL STUDIES schema, Texas Essential Elements for Kindergarten focus student's attention on the several social science disciplines that constitute public school education social studies; namely, in this case, civics (government/political science), economics, geography, sociology, and psychology.

SOCIAL STUDIES, TEXAS and UNITED STATES HISTORY

GRADE 1 ESSENTIAL ELEMENTS (related to ECO/SOCIAL STUDIES)
Pages 58-59

(2) The American economic system.

(B) Understand the concept of EXCHANGE.

(C) Understand the concept of SCARCITY.

(D) Recognize the necessity of making economic choices among alternatives.

(4) Institutions and processes of local, state, national, and other political systems.

(A) Explain the need for rules at home and school.

(B) Identify school and community rules (laws).

(5) Local, state, national, and world geography.

(A) Know geographical location of home in relation to school and community.

(C) Know seasons of the year.

(D) Identify state and nation by name.

(E) Use simple maps to locate information.

(F) Distinguish between land and water on maps and globes.

(6) Psychological, sociological, and cultural factors affecting human behavior.

(A) Describe how family members provide for each other's social needs.

(B) Describe similarities and differences among people.

COMMENTS

An emphasis is placed on concepts development and skills acquisition by students. Across the K-12 (C/I/S) schema, the ECO/SOCIAL STUDIES approach stresses concepts/content or knowledge/skills acquisition, application, reinforcement, and refinement.

SOCIAL STUDIES, TEXAS and UNITED STATES HISTORY

GRADE 2 ESSENTIAL ELEMENTS (related to ECO/SOCIAL STUDIES)
Pages 59-60

(1) Personal, social, and civic responsibilities.

(A) Explain acceptable ways of dealing with individual and group conflicts.

(B) Accept responsibility for one's actions.

(2) The American economic system.

(A) Distinguish between GOODS and SERVICES.

(B) Describe how people depend on each other to supply economic goods and services.

(C) Identify persons who provide goods and services to the community.

(4) Institutions and processes of local, state, national, and other political systems.

(A) Identify some governmental services in the community.

(B) Know who makes rules and laws in the community.

(5) Local, state, national, and world geography.

(B) Identify local natural landforms.

(C) Note effects of seasonal change on the local environment.

(E) Interpret map keys and symbols.

(F) Know and use cardinal directions (north, south, east, west).

(G) Locate one's community, Texas, and the United States on maps and globes.

(6) Psychological, sociological, and cultural factors affecting human behavior.

(B) Describe family traditions and customs.

(C) Know common responsibilities of family members in any culture.

COMMENTS

As is true with the ECO/SOCIAL STUDIES approach, an emphasis is placed on relating SELF with significant OTHERS in the context of community.

The ECO/SOCIAL STUDIES approach emphasizes the world of work; that is, community helpers, specialized skills and services, and the role that formal education/training plays in careers/ occupations attainment.

SOCIAL STUDIES, TEXAS and UNITED STATES HISTORY

GRADE 3 ESSENTIAL ELEMENTS (related to ECO/SOCIAL STUDIES)
Pages 61-62

(1) Personal, social, and civic responsibilities.

(B) Identify students' responsibilities to the community and state.

(2) The American economic system.

(A) Describe ways a community satisfies needs for food, clothing, and shelter.

(B) Give examples of specialization and division of labor in a community.

(C) Name economic resources located in and around the community.

(4) Instituitions and processes of local, state, national, and other political systems.

(B) Identify basic functions of local and state government.

(5) Local, state, national, and world geography.

(A) Know geographical location of community relative to state and nation.

(B) Describe the physical features of one's community.

(C) Describe how one's community is similar and different from other communities.

(D) Locate the continents and major bodies of water on maps and globes.

(E) Use intermediate directions (NE, SE, SW, and NW) to interpret maps.

(F) Use scale to determine distance on a simple map.

(6) Psychological, sociological, and cultural factors affecting human behavior.

(A) Identify local traditions, customs, and folkways.

(B) Describe how individuals and families change over time.

(C) Identify racial and ethnic contributions in the community and state.

COMMENTS

An emphasis is placed on proximity; the physical distance between two/more people, a person and phenomena, etc.

The ECO/SOCIAL STUDIES strategy discusses the distance(s) between individuals and community/lifespace phenomena that are nearby/close-to-home and that which is distant/far-removed.

SOCIAL STUDIES, TEXAS and UNITED STATES HISTORY

GRADE 4 ESSENTIAL ELEMENTS (related to ECO/SOCIAL STUDIES)
Pages 62-63

(1) Personal, social, and civic responsibilities.

(C) Explain how groups influence individual behavior.

(2) The American economic system.

(A) Explain the importance of economic interdependence within and among regions of Texas.

(B) Understand Texas' economic relationships to other states and to the world.

(C) Identify examples of the factors of production (land, labor, capital, enterprise).

(D) Identify major economic resources of regions of Texas.

(3) Historical data about Texas, the United States, and the world.

(A) Describe the influence of geography on the history of Texas.

(4) Institutions and processes of local, state, national, and other political systems.

(A) Distinguish among city, county, state, and nation.

(5) Local, state, national, and world geography.

(A) Describe how the various geographical regions of Texas, the United States, and the world are similar and different.

(B) Understand how people adapt to their physical environment.

(C) Know how landforms and climate interact.

(D) Describe landforms and climates of various regions of Texas.

(G) Explain the purpose of latitude and longitude (parallels and meridians).

(H) Use latitude and longitude to locate places on a state map.

(6) Psychological, sociological, and cultural factors affecting human behavior.

(A) Describe how traditions, customs, folkways, and religious beliefs differ among individuals and groups.

(B) Describe the influence of other cultures on Texas.

COMMENTS

As the individual student matures, and progresses through the several grades/grade clusters, his/her perceived world is expanded to include natural/social phenomena not previously recognized nor considered to play an important role in daily life.

An emphasis is also placed on the interaction between natural/social phenomena as well as continuous interdependence.

FIELD-BASED LEARNING

Currently, there are projects underway, nationwide, for the purpose of defining the curriculum-relationships between the concepts/content/skills of the sciences and the social studies.

For decades, the sciences have looked upon the natural environment outside the school as an extension of the classroom and/or laboratory. In some instances, social studies teachers have used the social environment of the community as a learning site.

Together, science and social studies teachers can plan field-based activities/experiences for students that will incorporate community resources (natural/social phenomena) into the K-12 schema.

In The School and Society (1899), John Dewey stated that we learn from experience -- but schools have been set apart, isolated from the ordinary conditions and motives of life. There is a need to affiliate formal education with life. Students need to learn through directed living.

Everything that exists within the context of the immediate lifespace environment has an impact (directly or indirectly) upon our lives -- singularly and collectively! People, places, things, events, and locations/sites can be made an integral part of teaching and learning processes.

In the 21st Century, domestic and international conflicts, issues, and problems will demand that citizens think critically and objectively, make rational decisions, and act responsibly when confronting, analyzing, and solving matters of local/

regional/national/global concern and magnitude.

Students can be introduced to critical thinking, decision making, and problem solving skills-related activities at field-based sites as well as in the classroom. On other occasions, students can be taken into the lifespace environment to apply/reinforce/refine skills acquired as a result of classroom activities. Thus, together classroom and field-based activities/experiences can fuse the abstract character of the classroom with the concrete reality of the community environment. In this way, students build the perceptual bridges between that which happens in school to real life. As a result of this type of thinking, formal education takes on a new relevance in their individual lives, and provides an avenue by which they (students) can achieve personal goals for the future.

DON'T REPLICATE -- INCORPORATE!

SCHOOL/COMMUNITY PARTNERSHIPS

Educational systems need not only to incorporate community resources into the curriculum, but they also need to seek out expertise and financial resources -- to enhance program development.

SOCIAL STUDIES, TEXAS and UNITED STATES HISTORY

GRADE 5 ESSENTIAL ELEMENTS (related to ECO/SOCIAL STUDIES)
Pages 63-64

(1) Personal, social, and civic responsibilities.

(C) Follow standards of ethical and moral conduct.

(D) Identify basic civic values of American society.

(2) The American economic system.

(A) Describe economic activities in regions of the United States.

(B) Explain why conservation of economic resources is important.

(E) Explain how ways of work have changed over time.

(4) Institutions and processes of local, state, national, and other political systems.

(A) Understand basic organization of the national government.

(B) Identify major American political documents and their purposes.

(C) Explain basic rights and responsibilities of American citizens.

(5) Local, state, national, and world geography.

(A) Describe how the various geographic regions of the United States are similar and different.

(B) Understand how people have adapted to and modified the physical environment of the United States.

(C) Understand the geographic interrelatedness of the United States and adjacent countries.

(D) Describe the landforms and climates of various regions of the United States.

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(E) Locate major geographical features of the United States on maps and globes.

(F) Use latitude and longitude to determine directions and locations on a United States map.

(G) Use scale to determine distance within the United States.

(6) Psychological, sociological, and cultural factors affecting human behavior.

(A) Identify holidays and celebrations in the nation that are culture-group related.

(B) Identify the contributions of various cultures to the American way of life (art, literature, music).

(7) Social studies skills.

(B) Locate information in reference works (atlas, almanac, encyclopedia).

(C) Classify social studies materials as primary or secondary.

(D) Evaluate information from various social studies sources.

COMMENTS

Students must realize that with rights come responsibilities! They must develop the sense that in a collective group, each-and-every individual is accountable to that group for his/her conduct/misconduct.

Only by sharing, and working for the common good of all, can groups of individuals successfully achieve goals, and be successful at life.

SOCIAL STUDIES, TEXAS and UNITED STATES HISTORY

GRADE 6 ESSENTIAL ELEMENTS (related to ECO/SOCIAL STUDIES)
Pages 64-65

(2) The American economic system.

(A) Explain the economic importance of various regions of the world.

(B) Explain and give examples of economic interdependence among nations.

(D) Describe characteristics of each type of major economic system (free enterprise market, command).

(3) Historical data about Texas, the United States, and the World.

(A) Identify contributions of various cultures, past and present, to world civilization.

(C) Identify major world civilizations in history.

(4) Institutions and processes of local, state, national, and other political systems.

(B) Describe the characteristics of each type of political system (rule by one, few, or many) in selected countries.

(5) Local, state, national, and world geography.

(A) Compare cultural regions of the world.

(B) Describe population patterns of the world.

(C) Describe the impact of physical features on selected cultures, past and present.

(D) Locate and describe landforms and climates of various regions.

(E) Describe how the geographic regions of the world are similar and different.

(6) Psychological, sociological, and cultural factors affecting human behavior.

(A) Describe examples of cultural borrowing among societies.

(B) Identify basic institutions common among societies.

(C) Describe how written and unwritten laws and rules (mores and customs) of a society affect individual and group behavior.

(7) Social studies skills.

(B) Compare and contrast opposing viewpoints.

COMMENTS

One of the critical elements of the ECO/SOCIAL STUDIES approach is that students realize the impact that nature has had upon humans, and that human groups have adapted to the natural surroundings.

When studying diverse human groups, students need to pay close attention to the influence of nature upon customs, lifestyles, diet, dress, shelter, ceremonies, religious beliefs, etc.

A study of culture artifacts enables students to discover something about the natural lifespace environment(s) in which past/present groups exist(ed). Clay pottery, straw baskets, woolen blankets, metal tools and weapons, shell jewelry, and wooden toys say something about available materials, lifestyles, geographic location, climate, and technological development. Primitive drawings, realistic and abstract paintings, and sculptures say something about a group's concepts of beauty, grace, and style.

SOCIAL STUDIES ATTITUDES, VALUES, AND SKILLS FOR CITIZENSHIP

GRADES 7-8 (Related to ECO/SOCIAL STUDIES)
Pages 83-84

(1) Respect for self and others.

(B) Be aware that some things are valued more in some groups and cultures than in others.

(C) Recognize how societal values affect individual beliefs and attitudes.

(2) Democratic beliefs and personal responsibility.

(B) Consider one's own values as well as those of others when making political decisions.

(C) Value open-mindedness, tolerance of differing opinions, and civic participation as important aspects of democratic behavior.

(D) Respect the laws of one's society and work responsibly to change laws that one judges to be unjust.

(E) Understand the importance of individual participation in civic affairs.

(G) Recognize the value of compromise in the democratic process.

(3) Support for the American economic system.

(A) Recognize the contributions of the American economic system to the standard of living of Americans.

(E) Recognize that citizens, through legal political activities, can influence economic decisions made by government.

(I) Recognize that as individuals act in their own economic interest they may also serve the economic interest of others.

(4) Application of social studies skills.

(A) Locate and gather information.

(C) Translate information from one medium to another.

(D) Organize and express ideas in written form.

(F) Analyze information.

(G) Draw conclusions.

(H) Synthesize information.

(J) Use problem-solving skills.

(L) Draw inferences.

(M) Perceive cause-effect relationships.

TEXAS HISTORY and GEOGRAPHY

GRADE 7 ESSENTIAL ELEMENTS (related to ECO/SOCIAL STUDIES)
Pages 84-85

(1) Exploration and colonization of Texas.

(A) Describe the history of the earliest inhabitants and settlers of Texas.

(2) Achievement of Texas independence.

(B) Identify significant individuais in the struggle for Texas independence.

(D) Understand the significance of the Texas Declaration of Independence, the Alamo, the Battle of San Jacinto, and the Mexican War.

(F) Summarize the historical developments leading to Texas statehood.

(3) Political and social history of Texas.

(C) Describe the structure and function of government at the local and state levels.

(F) Identify ethnic and racial groups that settled in Texas and reasons for their migration.

(4) Geography and economic growth of Texas.

(A) Describe the physical, cultural, and economic features of the Texas landscape.

(B) Describe the geographic regions of the state.

(C) Understand the influence of geography on the direction and flow of Texas settlement.

(F) Describe the role of major industries in the economic development of Texas.

COMMENTS

As students mature, and progress through the several grades, they develop a sense of overlapping/interrelated communities.

Moving outward from the home, students identify the school as a 'community' in which they live and function.

Later on, they discover the total lifespace environment that constitutes the community (city, town, or village) in which they live.

Eventually, they come to realize that their city, town, or village is part of a region -- and that several regions combined constitute a state.

In turn, the several states, clustered into sections of the nation, make up the country. The country is part of a continent.

The several continents comprise the global community of nature and humans -- EARTH!

As we approach the dawn of the 21st Century, we must realize that the day-to-day lives of citizens are influenced by growing international, cross-cultural links.

In the not-too-distant future, individuals will be required to not only understand, but interact with, people, cultures, languages, lifestyles, and value systems unlike their own.

UNITED STATES HISTORY and CITIZENSHIP

GRADE 8 ESSENTIAL ELEMENTS (related to ECO/SOCIAL STUDIES)
Pages 85-86

(1) United States development as an independent, unified nation.

(A) Recognize the effects of exploration and colonization on the development of the United States.

(E) Understand the reasons for the rise of sectionalism.

(2) Geographic influences on the historical development of the United States.

(A) Locate and describe major physical features of the United States.

(B) Identify and describe the major geographical regions of the United States.

(E) Recognize how physical features of the United States influenced population movements and patterns of settlement.

(G) Identify the major economic resources of the regions of the United States.

(3) Economic development and growth of the United States.

(C) Understand how geographic patterns of economic resources influenced the development of the United States.

(D) Analyze the impact of technological innovations on business, industry, and agriculture.

(G) Analyze the relationship of economic sectionalism and the Civil War.

(4) Social and cultural developments of the United States.

(A) Analyze the various cultures of the American Indians.

(B) Identify ethnic and racial groups that settled in the United States, and explain reasons for immigration.

(C) Recognize the contributions of ethnic and racial groups and individuals to the development and growth of the United States.

(D) Identify social reform movements, leaders, issues, and results.

(E) Describe developments in art, music, literature, drama, and other culturally-related activities.

(5) Political development of the United States.

(C) Describe the structure and functions of the three branches of the national government.

(E) Identify ways of maintaining a division of power among the local, state, and national governments.

(I) Analyze major historical documents that relate to the development of the United States.

COMMENTS

Students must realize that while diverse human groups are obviously different in many ways, e.g., dress, color, customs, language, diet, and physical appearance, that all human beings are very much alike.

Instructional programs should stree similarities among human groups -- in order to develop, within students, a sense that because groups strive for basically the same things, e.g., food, shelter and protection/safety, prosperity, companionship, and a sense of self worth, all humans should work cooperatively to insure that basic wants are met for everyone.

The global events of the past few months; in Eastern Europe, in South Africa, and in the People's Republic of China, evidence the fact that diverse human groups are seeking the same thing -- freedom and with it -- self determination. In that regard, we are ALL alike!

LIFESPACE AWARENESS

Today, we do live in a global age! We do exist simultaneously within the context of several interrelated real life worlds. Some of those worlds exist nearby/close-to-home and others are more-distant/far-removed from where we are -- at any given moment in time. Students must be helped to comprehend the enormity and complexity of the global community.

They must realize that real life world phenomena changes, from place-to-place, as they move about the country, and travel to previously unexplored regions of the earth. As they move about, they will come to realize that the different people, places, and things that they encounter have both a direct/indirect impact upon the quality and substance of their lives; today and for all of their tomorrows.

An awareness and understanding of diverse peoples, places, and situations can result from direct exposure to/interaction with phenomena via field trips, excursions, and nature walks. It can also result from vicarious experiencing, e.g., watching audiovisual presentations, listening to guest speakers, reading about these phenomena, and corresponding with pen pals.

PROXIMITY

There are many real life world phenomena that cannot be directly experienced by students because of hazardous conditions, other liability considerations, or the miles that separate one from the other.

Real-to-life world experiences provide students the opportunity to interact with real life world phenomena that they might not otherwise gain exposure to.

Simulated interaction activities can include role playing scenarios, computer software, and games that require students to think critically and to make real life-type decisions. Simulated experiences provide a safe environment in which students can inquire and discover as a result of trial-and-error learning strategies.

Simulated (real-to-life) experiences bridge the perceptual gap that exists, in the minds of students, between close-to-home phenomena that is experienced, directly, and real life world phenomena that is far-removed from direct experiencing.

Whether conducted in the classroom or at field-based sites, direct and vicarious experiencing activities can encourage students to be proactive; to inquire, to research, to ponder alternatives, to make critical decisions, and to act in ways so as to resolve personal/social conflicts, to clarify issues, to solve problems, and/or to better understand situations.

SOCIAL STUDIES ATTITUDES, VALUES, and SKILLS for CITIZENSHIP

GRADES 9-12 (Related to ECO/SOCIAL STUDIES)
Pages 83-84

(1) Respect for self and others.

(B) Be aware that some things are valued more in some groups and cultures than in others.

(C) Recognize how societal values affect individual beliefs and attitudes.

(D) Recognize that individuals must accept the consequences of their decisions.

(2) Democratic beliefs and personal responsibility.

(B) Consider one's own values as well as those of others when making political decisions.

(C) Value open-mindedness, tolerance of differing opinions, and civic participation as important aspects of democratic behavior.

(D) Respect the laws of one's society and work responsibly to change laws that one judges to be unjust.

(E) Understand the importance of individual participation in civic affairs.

(G) Recognize the value of compromise in the democratic process.

(3) Support for the American economic system.

(A) Recognize the contributions of the American economic system to the standard of living of Americans.

(E) Recognize that citizens, through legal political activities, can influence economic decisions made by government.

(I) Recognize that as individuals act in their own economic interest they may also serve the economic interest of others.

(4) Application of social studies skills.

(A) Locate and gather information.

(C) Translate information from one medium to another.

(D) Organize and express ideas in written form.

(F) Analyze information.

(G) Draw conclusions.

(H) Synthesize information.

(J) Use problem-solving skills.

(L) Draw inferences.

(M) Perceive cause-effect relationships.

SOCIAL STUDIES, TEXAS and UNITED STATES HISTORY

GRADES 9-12 (related to ECO/SOCIAL STUDIES)

Pages 192-200

UNITED STATES HISTORY (from RECONSTRUCTION to the present)

(1) Emergence of the United States as a world power

(A) Describe the causes and effects of United States involvement in foreign affairs and in international conflicts.

(2) Geographic influences on the historical development of the United States.

(A) Describe how population movements and patterns of settlement in the United States were influenced by physical features.

(B) Identify major United States population centers and their importance.

(D) Describe the national government land policies and their historical significance.

(F) Examine the uses, abuses, and preservation of natural resources and the physical environment of the United States.

(G) Understand how geographic patterns of economic resources influenced the development of the United States.

(3) Economic development and growth of the United States.

(B) Analyze the impact of new developments in science and technology on business, industry, and agriculture.

(G) Describe the overseas expansion of United States trade.

(4) Social and cultural developments of the United States.

(B) Explain the causes for and impact of immigration.

(C) Recognize the contributions of ethnic and racial groups and individuals to the growth and development of the United States.

(D) Analyze majority-minority group relations.

(E) Describe population movements and patterns of settlement.

(F) Identify social reform movements, leaders, issues, and results.

(G) Analyze the impact of science and technology on social and cultural developments.

(H) Describe developments in art, music, literature, drama, and other culturally related activities.

(5) Political development in the United States.

(B) Analyze the major historical documents that relate to the development of the United States.

(D) Understand major political reform movements, leaders, issues, and results.

(F) Analyze the growth and development of the three branches of federal government.

COMMENTS

The ECO/SOCIAL STUDIES approach places an emphasis on the development of a sense of personal being -- as part of several interlocking communities.

At each level of community; local/area, regional, state, national, continental, and international, the individual develops an historical perspective re: development/progress, and better understands possible futures because of a knowledge of the past.

Individuals are required to hone and apply research skills -- thus enabling them to seek out knowledge, to critically evaluate it, and to make judgments.

WORLD HISTORY STUDIES (related to ECO/SOCIAL STUDIES)

(1) Development of early civilizations.

(A) Analyze early river civilizations.

(B) Describe the historical development of Greek and Roman societies and their contributions to modern civilization.

(C) Trace the development of early Indian and Chinese civilizations.

(2) Historical development of Western civilization.

(A) Trace the development of Judaism, Christianity, and Islam and their influences.

(B) Describe political, economic, and social changes that occurred during the Medieval periods, the Renaissance, and the Reformation.

(C) Analyze the influences of Byzantine and Moslem societies on Western civilization.

(D) Explain the impact of the Renaissance and Reformation on Europe.

(E) Describe the expansion of European influence around the world through exploration, investment, and colonization.

(F) Analyze the impact of political and economic revolutions on Western civilization, including the increased productivity and prosperity resulting from the industrial revolution.

(I) Trace the development of capitalism, socialism, and communism.

(3) Historical development of other regions.

(B) Understand the development of Mayan, Aztec, and Incan civilizations in the Americas.

(C) Describe the emergence of nation-states in the Middle East, Latin America, Africa, and Asia, noting political perspectives.

(D) Explain the rise of nationalism and imperialism among eastern bloc nations and their consequences.

(4) Geographic influences on world history.

(A) Identify major colonies around the world at various historical periods and explain reasons for their colonization.

(B) Determine how the physical features of an area affected its historical development.

(C) Describe the cultural and physical changes that occurred within an area studied at various periods of time.

(D) Describe the growth and importance of trade, commerce, transportation, and communications at different times in history.

(E) Locate major physical features, landforms, and countries of the world on maps and globes.

(F) Describe the major physical features of the world.

(H) Contrast differences in the productivity and living standards of countries with similar resource bases but with market economies versus restricited economies.

(I) Trace changes in technological developments relative to natural resources.

(5) Developments of the twentieth century.

(D) Explain the impact of conflicting ideologies on present-day world affairs.

(F) Trace the achievements in and impact of 20th Century science and technology, noting the positive impact of individual freedom and incentives of technological advancement.

(G) Analyze the impact of worldwide economic interdependence on the world today.

(I) Analyze the impact of changing patterns of production and consumption of energy resources.

(J) Examine the uses, abuses, and preservation of natural resources around the world.

COMMENTS

In the ECO/SOCIAL STUDIES schema, each-and-every student develops a sense of the human experience, throughout time, on a global scale.

There is a focus upon the study of non-Western cultures/ civilizations and history -- in order to develop a truly holistic perspective.

Students must come to realize that ALL human societies are in (have been in the past) a state of flux. Nothing is forever!

Attention is paid to those natural/social forces and humans who have had an impact upon cultural development -- worldwide.

As they study the development of societies, students come to realize how human groups have adapted to natural surroundings, and how these groups have used/misused nature's resources.

Whenever possible, students are taken to field-based sites so that they might see, directly, ways in which humans have helped/endangered nature and its physical properties.

WORLD GEOGRAPHY STUDIES (related to ECO/SOCIAL STUDIES)

(1) Nature of geography.

(A) Compare physical and cultural geography.

(B) Explain geographical terminology.

(C) Describe geographical tools and methodologies.

(2) Physical setting of the earth.

(A) Locate and describe major landforms and features of the earth.

(B) Describe the physical forces that alter the features of the earth's crust.

(C) Describe the physical setting of selected regions.

(D) Locate the major natural resources of the world and give their uses.

(E) Locate the major nations and regions of the world.

(3) Interaction of physical environments.

(A) Understand criteria for determining regions.

(B) Analyze the impact of environment on ways of life in a region.

(C) Describe major economic activities in a region.

(D) Determine the economic, social, and cultural interchange among regions and countries.

(E) Explain the causes of population patterns, densities, and movements.

(F) Analyze forces that are causing changes in the landscapes of regions and countries.

(G) Explain the economic importance of water and other natural resources to regions and countries.

(H) Determine kinds and sources of energy for regions and countries.

(I) Describe the agricultural base of regions.

(J) Examine uses, abuses, and preservation of natural resources and the physical environment.

(4) Urban analysis.

(A) Analyze the site and situation of cities.

(B) Describe functions of cities.

(C) Understand patterns of urban growth.

(D) Analyze movements of people, goods, and services in an urban environment.

(E) Analyze environmental issues associated with urban growth.

COMMENTS

The ECO/SOCIAL STUDIES approach has as an underlying goal the development of an understanding of/appreciation for the natural environment(s) found in the local community -- and beyond.

Classroom and field-based activities/experiences are geared to student's direct interaction with surrounding natural/social phenomena.

By studying the total community lifespace environment; that is, natural and social phenomena, students begin to understand ways in which each environment is dependent upon the other for its existence and survival. Only by caring for both environments can we guarantee a future characterized by a quality lifespace for all living things.

UNITED STATES GOVERNMENT (related to ECO/SOCIAL STUDIES)

(1) Foundations of the United States political system.

(A) Explain reasons governments are established.

(B) Analyze the differences between direct and representative democracy.

(C) Compare United States political institutions, processes, and values with other governmental systems.

(D) Trace political ideas from the Ancient World, Western Europe, and the 13 colonies that formed the foundation of the United States system of government.

(E) Trace the growth of the two-political party system in the United States.

(F) Analyze major historical documents relating to the political development of the United States.

(2) Development of the United States governmental system.

(A) Analyze the purposes and political and economic philosophies of the United States Constitution, Bill of Rights, and Declaration of Independence.

(B) Recognize significant individuals who played important roles in establishing the government of the United States.

(C) Analyze the impact of Supreme Court decisions on the American governmental system.

(D) Explain due process of law.

(3) Structures and functions of the United States governmental systems.

(A) Describe the structures and functions of governments at federal, state, and local levels.

(B) Identify executive, legislative, and judicial authority roles on national, state, and local levels.

(D) Analyze techniques for maintaining a division of power among branches of government and between national and state levels.

(4) Participation and decision making in civic affairs.

(A) Examine factors that influence an individual's political beliefs and behavior.

(B) Understand the functions of political parties in the United States political process.

(C) Analyze the functions of minor political parties and interest groups in the American political process.

COMMENTS

An important element in the ECO/SOCIAL STUDIES strategy is the study of social order and the rule of law.

In the American culture, students become aware of the political concepts of OF/BY/FOR the People.

They are introduced to not only their rights as human beings, but also to the accompanying responsibilities of citizenship.

Students learn that in ALL societies some system of rule; law and order, exists. A Social group functions successfully only when individual members of that social group understand what their duties/responibilities are to the collective good of all members.

(E) Explain causes for the continuing urbanization of Texas.

(F) Identify places of historical significance in one's community and state.

COMMENTS

At each level of community, students need to know about/understand how each developed, and the role(s) that group members play in the social order.

Close-to-home, students learn how the local/area/county/state communities are organized, the kinds of authority over group members that each possesses, the kinds and amounts of services each level provides to social group members, and the relationship(s) that exist among/between the levels of community.

A study of the local community through to the statewide community develops within students an understanding of the natural/social character of the immediate area(s) in which they live. With this knowledge as a foundation for further studies, students begin to explore natural/social phenomena that is generally distant/far-removed from where they are -- at any given moment in time.

Students use what they know about things close-to-home to relate to things that are distant/far-removed. Having a frame-of-reference about natural/social phenomena that are nearby enables students to make comparisons, to evaluate, and to make judgments about phenomena of a more-abstract nature that are not experienced directly.

ADVANCED TEXAS STUDIES (related to ECO/SOCIAL STUDIES)

(1) History of Texas in the twentieth century.

(A) Explore the effect on Texas of the closing of the frontier.

(D) Understand the impact of science and technology on the historical development of Texas.

(2) Political and social development of twentieth century Texas.

(B) Identify significant individuals who affected the political and social history of the state.

(D) Describe the structures and functions of governments at the local and state levels.

(E) Identify the contributions of various ethnic, cultural, and racial groups and individuals to Texas.

(F) Understand the social and cultural changes that have occurred in Texas.

(3) Economic growth of twentieth century Texas.

(B) Recognize the role of major industries to the economic development of Texas.

(C) Understand the economic interdependence of Texas and other states and nations.

(D) Understand the impact of the farming and ranching industries on the economic growth of the state.

(4) Geographic influences on the development of Texas.

(A) Describe the major geographic features of the state.

(B) Describe the influence of geography on the direction and flow of population settlement and growth.

(C) Explain the importance of water resources, economically and recreationally.

(D) Describe where important natural resources are found in Texas.

AMERICAN CULTURE STUDIES (related to ECO/SOCIAL STUDIES)

(1) History and contributions of selected cultural, racial, and ethnic groups.

(A) Identify cultural, racial, and ethnic groups that have settled in the United States and explain reasons for their immigration.

(B) Explain the multicultural nature of the discovery, exploration, and settlement of the United States.

(C) Recognize the contributions of various cultural, racial, and ethnic groups and individuals to the development and growth of the United States.

(D) Understand the interaction of selected groups with individuals and groups from various religious, national, racial, and ethnic backgrounds.

(E) Trace the historical origins of selected groups.

(2) Cultures of selected cultural, racial, and ethnic groups.

(A) Identify special celebrations and events and explain their connections with cultural, racial, and ethnic groups.

(B) Recognize examples of cultural borrowing that reflect the multicultural aspects of the nation.

(C) Describe the art, music, literature, drama, and other culturally related activities of various groups.

(D) Analyze the influences of selected groups on American culture, particularly in the Southwest.

(E) Identify efforts of various groups to maintain cultural identity in relation to the dominant culture.

(F) Analyze the diverse lifestyles of groups selected for study.

COMMENTS

The United States has long been referred to as a MELTING POT of cultures.

The ECO/SOCIAL STUDIES approach places an emphasis on culture

studies that can be undertaken in the local community, and then expanded to include a study of diverse social groups in distant/far-removed locations -- on a global scale.

In order to develop the SELF concept, and to better understand their cultural heritage, students must be directly involved in activities/experiences (which can take place in the classroom or at field-based sites within the context of the community's total lifespace environment) which answer the questions:

WHY DID INDIVIDUALS FROM DIVERSE GLOBAL SOCIAL GROUPS/CULTURES COME TO AMERICA?

ONCE IN AMERICA, HOW DID THESE PEOPLE FROM DIVERSE GLOBAL SOCIAL GROUPS/CULTURES SURVIVE?

HOW DID THESE INDIVIDUALS MAINTAIN THE CHARACTER OF THEIR DIVERSE BACKGROUNDS ONCE IN AMERICA?

WHAT CONTRIBUTIONS DID THESE INDIVIDUALS FROM DIVERSE GLOBAL SOCIAL GROUPS/CULTURES MAKE TO THE DEVELOPMENT OF THE AMERICAN (MELTING POT) CULTURE?

IN WHAT WAYS WERE THESE INDIVIDUALS FROM DIVERSE GLOBAL SOCIAL GROUPS/CULTURES DIFFERENT/UNIQUE?

IN WHAT WAYS WERE THESE INDIVIDUALS FROM DIVERSE GLOBAL SOCIAL GROUPS/CULTURES SIMILAR/ALIKE?

WORLD AREA STUDIES (related to ECO/SOCIAL STUDIES)

(1) Historical development of selected regions or countries.

(A) Trace major historical events from early beginnings to the present, emphasizing twentieth century developments.

(B) Explore the interaction of selected regions or countries with other areas of the world, historically and presently.

(C) Recognize significant personalities in the development of selected regions or countries.

(2) Political and economic developments of selected regions or countries.

(A) Describe the governmental structures of selected countries.

(B) Identify factors that have affected economic development.

(C) Explore the impact of science, technology, and industrialization.

(D) Describe contemporary political and economic relationships with the rest of the world.

(3) Geographic aspects of selected regions or countries.

(A) Describe the physical features of the area studied.

(B) Recognize the influence of geography on the historical development of area studied.

(C) Analyze population patterns and trends of selected areas.

(4) Cultural aspects of selected regions or countries.

(A) Understand the social and cultural changes that have affected lifestyles.

(B) Compare and contrast variations of cultural patterns in selected regions or countries.

(C) Analyze the roles of religions and traditions on shaping the cultures of an area.

(D) Identify the art, music, literature, drama, and other culturally related activities of an area.

COMMENTS

Once students have developed an indepth awareness/understanding of the character/nature of local community phenomena, the ECO/SOCIAL STUDIES approach is designed to introduce them (directly and vicariously) to natural/social environment phenomena that is distant/far-removed from the local community in which they live.

Audiovisual presentations can be used to vicariously expose students to phenomena that are somewhat distant and otherwise not readily accessible to them for inspection and study.

PSYCHOLOGY (related to ECO/SOCIAL STUDIES)

(2) Human growth, development, and behavior.

(B) Understand factors involved in learning and language development.

(C) Describe thinking and creative processes.

(3) Development of the individual.

(A) Analyze the development of SELF concept.

(B) Understand relationships of individuals with other individuals and with groups.

COMMENTS

Students must develop a sense of SELF in relationship to other people and things (natural/social phenomena).

The ECO/SOCIAL STUDIES approach focuses student's attention on the processes required to achieve the socialization of an individual -- within the context of a given culture.

While each human being is unique in some way, we are all social beings. We function within the context of social groups, and we prosper within the context of social organizations, rules, and community.

SOCIOLOGY (related to ECO/SOCIAL STUDIES)

(2) Culture, socialization, groups, and institutions.

(A) Explain the processes of socialization.

(B) Analyze types of groups and interactions among groups.

(C) Analyze social institutions, their structures and functions.

(D) Understand the roles of beliefs, mores, traditions, and folk-ways in a culture.

(E) Analyze social problems in selected cultures.

(F) Analyze roles of people in various situations and relationships.

(3) Communications.

(A) Explain symbolic communications.

(4) Cultural development and change.

(A) Understand causes of cultural and social change.

(B) Analyze the impact of science and technology upon people and cultures.

(C) Describe the effects of cultural contact and diffusion.

COMMENTS

Every individual must understand how/why he/she is trained to assume prescribed roles/responsibilities within the context of the social group/culture.

Through ECO/SOCIAL STUDIES (K-12) students become aware of the similarities/differences that exist among diverse global cultures.

Students investigate the nature/character of human-made organizations and groups. They realize that ALL human beings (past-present-future) are driven by internal motivations (e.g., to be successful, to belong, to be loved) and attempt to meet basic needs (e.g., food, shelter, degrees of clothing, companionship, security).

Using the SAGE (Student Awareness of Global Environments) cross-culture matrix, students are able to visually comapre selected cultures -- using common culture traits as the basis of study (e.g., ceremonies, customs, taboos, roles, status symbols, tools/weapons). The SAGE matrix can also be used to study/compare natural environments. As is true with culture studies inquiry, students act as researching social scientists when they glean data from a variety of primary/secondary sources, analyze data, evaluate accumulated evidence, make decisions, and arrive at defensible conclusions.

ECO/SOCIAL STUDIES students are actively involved in the learning/discovery/inquiry process whether rooted in classroom activities/experiences or field-based within the context of the total lifespace environment of the community. As they study conflicts, issues, problems, and situations, and ponder alternative courses-of-action that might be employed to remedy these phenomena, students become PROACTIVE; that is, they plan and carry out strategies designed to resolve conflicts, clarify issues, solve problems, and/or better comprehend situations -- in a constructive manner.

ADVANCED SOCIAL SCIENCE PROBLEMS (related to ECO/SOCIAL STUDIES)

(1) Application of historical and social science facts, concepts, rules, and generalizations to selected topics, problems, or issues.

(A) Formulate cause/effect, summary, and value generalizations.

(B) Condense information into valid summaries.

(D) Apply research skills to verify the validity of rules, laws, principles, generalizations, or decisions.

(2) Democratic participatory skills.

(A) Evaluate the processes and results of decision making.

(B) Apply the strategies of problem solving.

(C) Express ideas in an orderly and open manner.

(D) Undertake personal leadership in groups.

(F) Demonstrate tolerance of differing opinions.

(G) State and defend a point of view.

(3) Processes of reasoning.

(A) Draw inferences from data.

(B) Distinguish fact from opinion.

(C) Draw conclusions from data.

(D) Recognize common fallacies.

(E) Identify and analyze propaganda.

(4) Analysis of information from various sources.

(A) Verify the validity of information.

(B) Determine relationships between causes and effects.

(C) Interpret and evaluate conflicting opinions.

(D) Form valid generalizations.

COMMENTS

As students progress through the K-12 maze, they are actively involved in acquiring appropriate concepts, knowledge/content, and skills.

Classroom and field-based activities/experiences are designed to 1) enhance concepts/knowledge/skills acquisition, 2) enable students to better understand the relationships among concepts/knowledge/skills acquired over a given period of time, 3) apply that which has been learned to real life world problems/situations within the context of real life world environments, and 4) reinforce and refine skills acquired -- through application/use in diverse settings and circumstances.

ECO/SOCIAL STUDIES students function as researching social scientists, and they are directly involved in activities/experiences that require them to seek out data, to analyze and evaluate information, to ponder alternative courses-of-action, to weigh the alternatives and the consequences of each, to make decisions, and to act!

The PROACTIVE ACTION MODEL (PAM) has been designed by GLOBAL HORIZONS for use with ECO/SOCIAL STUDIES activities/projects. This model focuses attention on four (4) interrelated processes; namely, Perception(s)/Thought Process(es)/Decision Making and Action/Implementation and Evaluation.

COMMUNITY SERVICE AND SOCIAL STUDIES SKILLS APPLICATION TO REAL LIFE CONFLICTS, ISSUES, PROBLEMS, AND SITUATIONS

The National Council for the Social Studies (NCSS) promotes the notion that public service programs, for children/youth, should include:

OPPORTUNITIES FOR STUDENTS TO NURTURE A SENSE OF COMMITMENT AND CARING FOR OTHERS.

DIRECTLY INVOLVING STUDENTS WITH A SOCIAL PROBLEM TO SOLVE OR IN SOME WAY CONTRIBUTE TO THE COMMON GOOD.

INVOLVEMENT IN DECISION-MAKING, PROBLEM-SOLVING, POLITICAL PARTICIPATION, OR CONSENSUS BUILDING ACTIVITIES.

ADULTS AND STUDENTS WORKING TOGETHER.

Civic participation depends, in part, on the development of a sense of public good. Citizens should be able to build consensus and compromise through involvement in public discourse, and the ability to see public issues from alternative perspectives. (Clark, Newmann, and Rutter)

Community service programs which further the aims of social studies would involve not only participation, but also would provide mechanisms through which students would reflect upon related public issues and develop the capacity of perspective taking.

Each of us is a citizen of family, neighborhood, community-at-large, region, state, nation, and an international collection of diverse social/culture groups.

In order to successfully assume the mantle of citizenship (with the accompanying responsibilities) individuals must be able to demonstrate (as they progress through the several grades) an understanding of:

CONTEMPORARY CONFLICTS, ISSUES, PROBLEMS, AND/OR SITUATIONS THAT HAVE A DIRECT IMPACT UPON OUR DAILY LIVES - OUR FORTUNES - OUR FUTURES.

PERSONALITIES AND GROUPS/ORGANIZATIONS THAT IMPACT OUR LIVES AND EFFECT OUR INDIVIDUAL/COLLECTIVE WELL-BEING.

CULTURAL, ECONOMIC, POLITICAL, AND SOCIAL CONDITIONS THAT INFLUENCE THE QUALITY OF LIFE.

HISTORICAL EVENTS, MOVEMENTS, AND COURSES-OF-ACTION THAT IMPACT CONTEMPORARY LIFE.

DIVERSE POINTS-OF-VIEW, OPINIONS, AND/OR POSITION STATEMENTS REGARDING CONFLICTS, ISSUES, PROBLEMS, AND/OR SITUATIONS.

Individuals should be proficient in the ability to:

DISCERN RELEVANT CONFLICTS, ISSUES, PROBLEMS, AND/OR SITUATIONS THAT IMPACT DAILY LIFE.

IDENTIFY AND LOCATE SOURCES OF PERTINENT INFORMATION -- TO ENHANCE ONE'S PERCEPTIONS CONCERNING RELEVANT CONDITIONS AS STATED ABOVE.

COLLECT AND ANALYZE RELEVANT DATA.

EVALUATE THE MANY FACETS OF CONFLICTS, ISSUES, PROBLEMS, AND/OR SITUATIONS.

FORM OPINIONS AND TAKE A PUBLIC STAND.

IDENTIFY ALTERNATIVE COURSES-OF-ACTION THAT COULD BE TAKEN IN ORDER TO RESOLVE CONFLICTS, CLARIFY ISSUES, SOLVE PROBLEMS, AND/OR TO BETTER UNDERSTAND SITUATIONS.

PONDER AND EVALUATE THE POSSIBLE CONSEQUENCES OF EACH ALTERNATIVE COURSE-OF-ACTION.

SELECT THE MOST-APPROPRIATE COURSE-OF-ACTION AND DESIGN AN IMPLEMENTATION STRATEGY.

ACT OVERTLY IN A PROACTIVE MANNER.

MUSTER SUPPORT AMONG THE DIVERSE
COMMUNITY-BASED POPULATIONS AND
SPECIAL INTEREST GROUPS.

Active participation in the political process of a culture, and intense citizenship involvement in the affairs of the society or culture require that individuals be critical thinkers and decision makers.

The PROACTIVE ACTION MODEL (PAM) can be used to introduce students to these, and other related, processes. This schema can be applied to classroom-centered and field-based inquiry situations.

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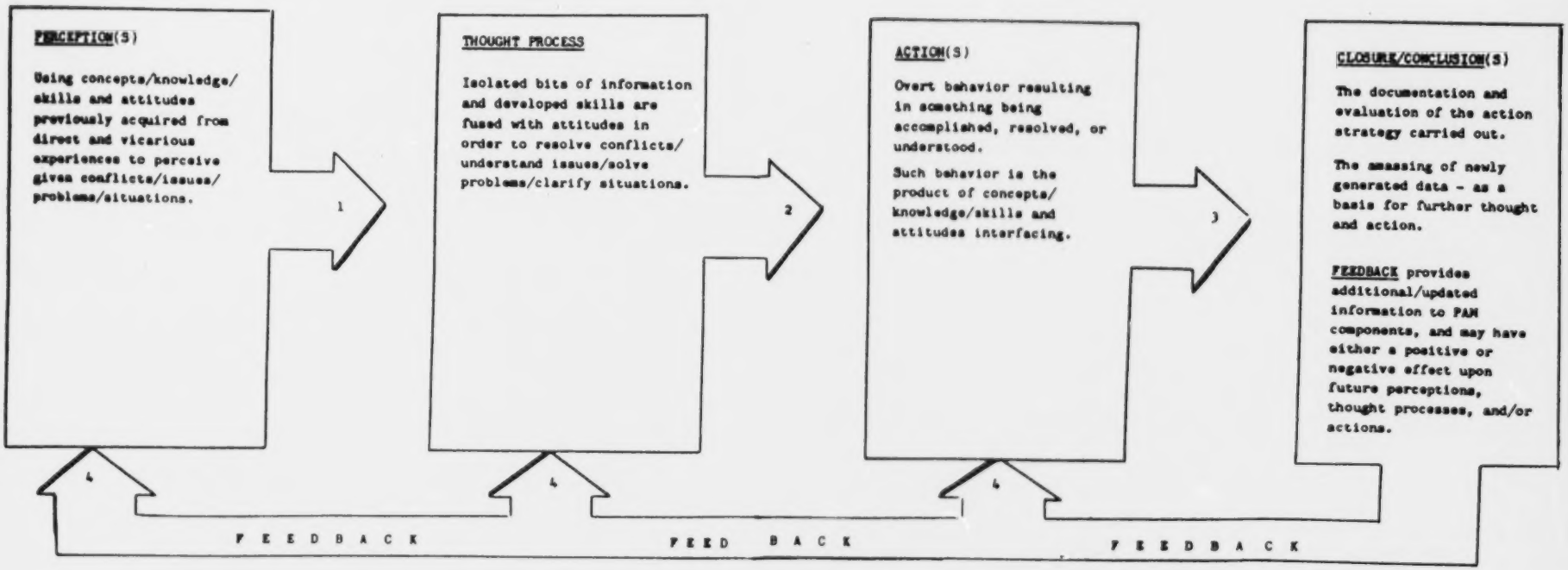
PERCEPTION(S)
Using concepts/knowledge/ skills and attitudes previously acquired from direct and vicarious experiences to perceive given conflicts/issues/ problems/situations.
1
THOUGHT PROCESS
Isolated bits of information and developed skills are fused with attitudes in order to resolve conflicts/ understand issues/solve problems/clarify situations.
2
ACTION(S)
Overt behavior resulting in something being accomplished, resolved, or understood.
Such behavior is the product of concepts/ knowledge/skills and attitudes interfacing.
3
CLOSURE/CONCLUSION(S)
The documentation and evaluation of the action strategy carried out.
The amassing of newly generated data - as a basis for further thought and action.
FEEDBACK provides additional/updated information to PAM components, and may have either a positive or negative effect upon future perceptions, thought processes, and/or actions.
4
4
4
FEEDBACK
FEED BACK
FEEDBACK

BEST COPY AVAILABLE